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ABSTRACT

In a booklet designed to familiarize the reader with use, purpose, operation, and audience of the Career Information System, sample printout pages are presented. The system is intended for use by high school students, and its ease of use is emphasized. The five-part program consists of an exploratory questionnaire (the QUEST questionnaire) which takes into consideration geographic, economic, and occupational interests as well as physical limitations; brief occupation descriptions of more than 200 of the careers available in Lane County; selected bibliographies of published information about occupations in the system; cassette recorded interviews with persons in various occupations; and personal interviews. These points are presented in brief overviews. Information from the computer is made available through a teletype terminal. (AG)

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Career Information System

computerized occupational information system

CE 000370

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Section B

Eugene Register-Guar

EUGENE, OREGON, MONDAY, DECEMBER 6, 1971

Computer to help Lane County students

(Register-Guard photo)

Marinell Sprau talks things over with computer

By MIKE O'BRIEN
Of the Register-Guard

"Whatcha gonna do when you graduate?"

"I dunno. Get a job somewhere I guess."

"Doin' what?"

"I dunno. Prob'ly just whatever I can find."

There probably is not a day that goes by when that conversation, or one like it, is not repeated hundreds of times by young people still in school.

At Churchill High School in Eugene, however — and soon in virtually every junior and senior high school in Lane County — the conversation might go a little more like this:

"Whatcha gonna do when you graduate?"

"Well, I'm considering things like being a public administrator, a production superintendent, a public relations man, a loan officer, a social program planner or traffic controller."

It's not that the kids at Churchill are by nature more decisive than those at other schools, or that they're just naturally smarter. It has to do instead with an ordinary-looking teletypewriter system in a room near Churchill's Student Services Office.

That machine, which is hooked up to the OTIS (Oregon Total Information Service) computer, is perhaps the most important piece of equipment in the OIAS (Occupational Information Access System) of the Lane Intermediate Education District.

Don't let the big names scare you off. Or the fact that it's involved with computers. The system's simplicity, in fact, is one of its biggest selling points.

Stripped to its essentials, OIAS is simply a system which gives junior and senior high school students relatively comprehensive information about careers they might be interested in. Perhaps just as important, it actually helps them find out which careers they might be interested in in the first place.

And on top of that, it's fun.

The system is the brainchild of Bruce McKinlay, who developed it at the University of Oregon through a grant from the U.S. Dept. of Labor.

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ıe Register-Guard

General news

EUGENE, OREGON, MONDAY, DECEMBER 6, 1971

ıne County students explore careers

By MIKE O'BRIEN
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A pilot program was introduced at Churchill High School last spring, and the results were so positive, that by the end of this month, some 30 of the 42 junior and senior high schools in Lane County will be using OIAS. And, by next year, virtually all of them will be on it.

There are five parts to the program — an exploratory questionnaire which takes into consideration geographical, economic and occupational interests as well as any physical limitations an individual might have; brief occupation descriptions of more than 200 of the careers available in Lane County (about 95 per cent;) selected bibliographies of published information about occupations in the system; cassette recorded interviews with persons in various occupations, and personal interviews also with persons in many of the occupations.

That all sounds very dull and dry, but that's only because it doesn't take the teletypewriter into account. At Churchill, the machine was put in a room by itself so there would be no surveillance by the staff when students used it.

According to a study made after the pilot program last spring, "Half the student body of 1,040 used the system, mostly without being instructed to do so, without assistance and without supervision. The predominant reason why others did not use the system was a lack of knowledge of its availability."

Following simple instructions, the students fill out the questionnaire (25 questions) and then approach the teletypewriter. They type, "Hello."

The computer responds in kind and then asks for the student's name. The student types that in, and the computer responds, "Hello Jack (or Mary or Bill or Frances or whatever). Do you want information about a particular occupation now, or would you like to start the questionnaire?"

If the student opts for the questionnaire, as most of the first-time users do, the computer then goes down the list, asking the student the answers to the questions he has already filled out.

That completed, the computer informs the students how many of the original 200-plus occupations correspond to the answers he gave, and then lists them.

If one which the student was particularly interested in is not on the list, he can ask the computer which answers disqualified him for that one. The computer not only tells him which answers he gave that were "wrong," but which ones are considered "right" as well.

Finally, at the student's request, the computer will give him job descriptions, bibliographies of information about specific jobs, and tell him about the cassette and interviews.

The whole thing costs roughly between $1 and $2 per student, depending on the number of times he uses it.

Bill Manley, Career Education Coordinator, says he has budgeted $21,000 for the program for this fiscal year, and $29,000 for 1971-72. The difference in the figures is that Manley is budgeting for only 15,000 students this year, while the system is still getting under way. Next year, however, he figures that all 25,000 Lane County junior and high school students will be using it.

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. . . . A TOOL FOR GETTING FACTS ABOUT OCCUPATIONS

WHAT IS THE OCCUPATIONAL INFORMATION SYSTEM?
Basically it is a library of occupational information, and some tools for getting facts a user wants.

One of the tools is a teletype terminal, which one uses to get information from the computer. The teletype is connected by telephone lines to the Oregon Total Information System computer in Eugene where most of the information files are stored.

There is a loose-leaf bibliography notebook and a cassette player to access other information files.

The informational files are continuously updated by the Career Information System's research staff.

The System can be used in several ways.

If you are undecided about what occupation to explore:

You can state your likes and dislikes and get a list of job titles to explore. (See a sample of the QUEST questionnaire on page 11.)

If you have some future occupations in mind that you need to find out more about:

Some of the best and most complete information about occupations is available.

If you are looking for a job right now:

You will need to get help elsewhere, because the computer does not have information about current job openings. A counselor or work experience coordinator might be able to help, or you could check with the Employment Division office or other sources of current job openings.

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Career Information System

CAREER INFORMATION SYSTEM'S
COMPUTERIZED DELIVERY SYSTEM

DID YOU KNOW THAT...

1. The Career Information System is a unique, statewide inter-agency consortium, which provides current labor market information in usable forms to individuals, schools, and social agencies in Oregon. The purpose is to improve career choices and training opportunities.

2. CIS manages both computerized and non computerized labor market information delivery systems.

3. About 95% of the employment in each local area in Oregon is represented by the occupations in the system.

4. The computerized delivery system was pilot-tested in a number of schools and social agencies throughout the State.

5. Over a five-month period, half the student body at one high school used the computerized delivery system on their own initiative.

6. Repeat usage is common, averaging 2.3 uses per student.

7. 70% of high school students indicate the system introduces them to new occupations that they would seriously consider for future work.

8. Students who use the system show greater knowledge about job prospects than those who did not.

9. Two-thirds of the students who use the system take materials home and discuss them with their parents.

10. Parents report spending up to three hours discussing career plans with their children who use the system. (Family discussion averages about 45 minutes.)

11. 99% of the students who use the system say it is "fun to use."

12. 95% of the users rate the output "easy to understand."

13. The system is capable of constructive individual use by most students and clients without counselor mediation, but integration of the system into school and agency operations appears to lead to fuller and more coordinated use.

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TABLE OF CONTENTS

1. Teletype Printout: showing a portion of a QUEST questionnaire printout; the resultant QUEST LIST; a listing of the information files; use of the special messages, WHY NOT and CHANGE; a new LIST based on the CHANGE; sample descriptions (DESC), and sample VISIT file output.

2. "QUEST" Questionnaire: sample pages from the questionnaire.

3. Terminal Usage: Special Keys and Special Messages used with the computerized system. The special messages allow the student to work the program. So he can obtain the information he needs.

4. Alphabetical List of Occupations: a sample page from the list.

5. Selected Bibliography: there is a bibliography page for each occupation in the system. They are stored in a loose-leaf notebook, next to the books they refer to, and near the other components of the System.

6. Occupational Interviews (Cassettes): taped interviews with people in various occupations which give the user a "feel" for what the work is like. More interviews are being added.

7. Abstract from the Churchill High School Evaluation: the full report is available on request from the CIS.

8. Abstract from the "Validity and Readability of the Occupational Information Access System 'QUEST' Questionnaire:" This study deals with two questions: (1) How difficult is OIAS material to read? (2) Is it a valid procedure to ask clients to report their own preferences and abilities? The full 55 page report is available on request.

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with QUEST, the user expresses his job-related preferences and abilities. . . . . .

The user can state up to 25 preferences and abilities . . . . . .

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```
HELLO
HELLO, PLEASE ENTER A PERIOD, THEN ENTER YOUR FIRST
AND LAST NAME.
.DICK KLOTZ
HELLO DICK,
DO YOU WANT INFORMATION (INFO) ABOUT A PARTICULAR
OCCUPATION NOW, OR WOULD YOU LIKE TO START THE
QUESTIONAIRE (QUEST)?  TYPE IN 'INFO' OR 'QUEST'.

QUEST
WE WILL NOW BEGIN.  AS EACH QUESTION IS LISTED, LOOK
TO SEE HOW YOU ANSWERED IT ON YOUR QUESTIONNAIRE,
THEN TYPE IN THE CODE YOU CIRCLED.  DON'T FORGET TO
HOLD DOWN THE 'CTRL' BUTTON AND PUNCH 'S' AFTER
EACH RESPONSE.  HERE IS YOUR FIRST QUESTION:
  01 LIFTING (YES,NO,CD,DK)
YES
  02 IMPAIRED VISION (YES,NO)
NO
  03 DEAFNESS (YES,NO)
NO
  04 REGION (AREA,NW,US)

THERE ARE 208 OCCUPATIONS THAT CORRESPOND TO THE
ANSWERS YOU GAVE.

ANY TIME YOU WANT TO KNOW HOW MANY OCCUPATIONS ARE
LEFT ON YOUR LIST, JUST TYPE IN 'HOW MANY'.
NW
  05 CITY SIZE (LM,LMSC,SC,SCRUR,RUR,NP)
RUR
  06 WORKING CONDITIONS (IN,OUT,NP)
NP
  07 SEX (MEN,WO,NP)
NP
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  24 ASSISTING (YES,NOT,NP)
YES
  25 MONTHLY WAGE (MIN,W350,W500,W700,W1000,NI)
W1000
THERE ARE 009 OCCUPATIONS THAT CORRESPOND TO THE
ANSWERS YOU GAVE.
```

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The QUEST LIST indicates the occupations that correspond to the answers he gave . . . . . .

The QUEST LIST provides a good point of departure for occupational exploration . . . . . .

If you wonder why a particular occupation was not on your list, you can ask WHY NOT . . . . . .

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'QUEST' LIST FOR DICK KLOTZ

1100 ADMINISTRATIVE OCCUPATIONS:
1132 HOTEL & MOTEL MANAGERS
1134 HOSPITAL ADMINISTRATORS
1136 EDUCATION ADMINISTRATORS

2600 LABORATORY OCCUPATIONS:
2626 EARTH SCIENTISTS

4100 AGRICULTURAL AND FORESTRY OCCUPATIONS:
4124 FORESTERS
4164 FARMERS & FARM MANAGERS

8100 HEALTH SERVICE OCCUPATIONS:
8112 PHYSICIANS
8114 VETERINARIANS

8400 SOCIAL SERVICE OCCUPATIONS:
8418 PSYCHOLOGISTS
8432 LAWYERS
8454 UNIVERSITY & COLLEGE TEACHERS

ARE THERE OCCUPATIONS ON YOUR LIST THAT YOU WOULD LIKE TO KNOW MORE ABOUT? TYPE IN 'YES' OR 'NO'.
YES
GOOD. THERE ARE SOME FACTS YOU SHOULD KNOW ABOUT ANY OCCUPATION YOU WANT TO CONSIDER.

1. FOR A BRIEF DESCRIPTION OF JOB DUTIES, TRAINING, EMPLOYMENT PROSPECTS, ETC., TYPE IN 'DESC' AND AN OCCUPATION CODE NUMBER.
2. MORE INFORMATION IS AVAILABLE IN THE BIBLIOGRAPHY AND BOOKS.
3. YOU MAY ALSO BE ABLE TO HEAR AN INTERVIEW WITH SOMEONE IN THE OCCUPATION--CHECK THE CASSETTE FILE.
4. IF YOU WOULD LIKE TO TALK TO SOMEONE IN THE OCCUPATION, TYPE IN 'VISIT' AND THE OCCUPATION CODE NUMBER.

WHY NOT 1684
16840 PROGRAMMERS AND SYSTEMS ANALYSTS ELIMINATED FROM YOUR LIST BY THE FOLLOWING ANSWERS:
CITY SIZE 05=RUR

IF YOU WOULD LIKE MORE DETAILED INFORMATION, TYPE IN 'DESC' AND THE OCCUPATION CODE NUMBER.

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Then you can CHANGE answers and see the implications of different choices . . . . . .

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```
CHANGE
ENTER 'CHANGE' THEN UP TO FIVE QUESTION NUMBERS AND
CODES YOU WISH TO CHANGE. EG: 'CHANGE 06=IN,01=CD,02=YES,...'.

CHANGE 5=NP
THERE ARE 027 OCCUPATIONS THAT CORRESPOND TO THE
ANSWERS YOU GAVE.

LIST
'QUEST' LIST FOR DICK KLOTZ

1100  ADMINISTRATIVE OCCUPATIONS:
      1132  HOTEL & MOTEL MANAGERS
      1134  HOSPITAL ADMINISTRATORS
      1136  EDUCATION ADMINISTRATORS
      1138  PUBLIC ADMINISTRATORS
      1152  CONSTRUCTION SUPERINTENDENTS
      1154  PRODUCTION SUPERINTENDENTS
      1162  SALES & SERVICE MANAGERS
      1184  BUYERS & PURCHASING AGENTS

1400  CLERICAL OCCUPATIONS:
      1411  OFFICE MANAGERS

1600  BOOKKEEPING-ACCOUNTING OCCUPATIONS:
      1684  PROGRAMMERS AND SYSTEMS ANALYSTS

2100  SOCIAL RESEARCH AND PLANNING OCCUPATIONS:
      2144  SOCIAL SCIENTISTS

2300  ENGINEERING AND DESIGN OCCUPATIONS:
      2314  URBAN PLANNERS
      2354  ENGINEERS

2600  LABORATORY OCCUPATIONS:
      2626  EARTH SCIENTISTS

4100  AGRICULTURAL AND FORESTRY OCCUPATIONS:
      4124  FORESTERS
      4164  FARMERS & FARM MANAGERS

4700  GRAPHIC ARTS OCCCUPATIONS:
      4724  COMMERCIAL ARTISTS & DESIGNERS

6100  TRANSPORTATION OCCUPATIONS:
      6126  AIR TRAFFIC CONTROLERS
      6154  OPERATING ENGINEERS
      6184  SHIPS OFFICERS, PILOTS & ENGINEERS
      6188  PILOTS,CO-PILOTS,& FLIGHT ENGINEERS

7400  SALES OCCUPATIONS:
      7414  COMMODITIES SALESMEN

8100  HEALTH SERVICE OCCUPATIONS:
      8112  PHYSICIANS
      8114  VETERINARIANS
      8124  PHARMACISTS
      8194  SANITARIANS

8400  SOCIAL SERVICE OCCUPATIONS:
      8454  UNIVERSITY & COLLEGE TEACHERS
```

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Occupational descriptions are at the heart of the system--they cover job duties, hiring requirements, work environment, and employment prospects.

Information is localized and continuously updated by CIS's research staff . . . . . .

Descriptions are available for more than 220 occupation groups, covering about 95 percent of the employment in this area . . . . . .

The user is referred to other sources for more information about the occupation . . . . . .

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DESC 4124
FORESTERS STRIVE TO ACHIEVE BEST USE OF FOREST LAND AND RESOURCES FOR ECONOMIC AND RECREATIONAL PURPOSES. DUTIES INVOLVE ESTIMATING QUANTITY AND VALUE OF FOREST RESOURCES, PLANNING AND SUPERVISING REFORESTATION PROJECTS; RESEARCH; DEVELOPING METHODS TO PROTECT FORESTS FROM FIRE, INSECTS, AND DISEASES; WILDLIFE PROTECTION AND MANAGEMENT OF RECREATION AREAS. SPECIALTIES INCLUDE TIMBER AND RANGE MANAGEMENT AND FIRE CONTROL.
APTITUDES: ABOVE-AVERAGE INTELLIGENCE, GOOD VERBAL SKILLS, FACILITY WITH MATHEMATICS, CAPACITY FOR DETAILS AND STANDARDS, AND LOVE OF THE OUTDOORS. SKILLS: ABILITY TO OPERATE TECHNICAL INSTRUMENTS SUCH AS SURVEYING EQUIPMENT; WORKING KNOWLEDGE OF FORESTRY METHODS. REQUIREMENTS: GOOD PHYSICAL CONDITION. TRAINING AVAILABLE AT OREGON STATE UNIVERSITY AND L.C.C. SALARY: FEDERAL CIVIL SERVICE ENTRY RATE FOR INEXPERIENCED FORESTERS WITH A B.A. IS $7,319 PER YEAR; WITH ONE YEAR EXPERIENCE, $9,053 PER YEAR.
CURRENT LOCAL OUTLOOK: POOR. CUTBACKS IN PUBLIC SPENDING HAVE DRASTICALLY REDUCED THE HIRING OF PROFESSIONAL FORESTERS. SOME TEMPORARY POSITIONS ARE BEING FILLED BUT COMPETITION IS KEEN. OPPORTUNITIES MAY BE BETTER IN THE PRIVATE SECTOR BUT THE SITUATION IS NOT BRIGHT. IRONICALLY, ENROLLMENTS IN THE SCHOOL OF FORESTRY ARE AT RECORD LEVELS. STUDENTS MAY BE LOOKING TO THE FUTURE WHEN IMPROVEMENT IS EXPECTED. GREATER DEMAND FOR THE MANY USES OF THE FOREST SHOULD RESULT IN MORE JOBS FOR FORESTERS. HOWEVER, THOSE IN NEED OF IMMEDIATE EMPLOYMENT AFTER GRADUATION SHOULD CONSIDER THE SITUATION CAREFULLY. STRENUOUS PHYSICAL REQUIREMENTS WILL PRECLUDE MANY WOMEN. PROSPECTS ARE BEST FOR STUDENTS WHO SPECIALIZE IN THE LESS POPULAR AREAS OF FOREST PRODUCTS AND FOREST ENGINEERING.

FOR FURTHER INFORMATION SEE BIBLIOGRAPHY NUMBER 4124.
FOR THE NAME OF A PERSON TO CONTACT TYPE IN 'VISIT 41240.
OIAS/LANE/09-29-72

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DESC 8176
DENTAL ASSISTANTS RECEIVE AND PREPARE DENTAL PATIENTS AND ASSIST DENTISTS DURING TREATMENT. COMMON TASKS INCLUDE HANDING DENTISTS THE PROPER INSTRUMENTS AND MEDICATION, USING SUCTION DEVICES AND WATER SPRAYS, MAINTAINING AND STERILIZING INSTRUMENTS, AND SOMETIMES TAKING AND PROCESSING DENTAL X-RAYS AND PREPARING DENTAL COMPOUNDS. DENTAL ASSISTANTS ARRANGE APPOINTMENTS, RECEIVE PAYMENT OF BILLS, KEEP MEDICAL RECORDS, AND MAY BE REQUIRED TO CLEAN WALLS AND FLOORS. RELATED OCCUPATIONS: DENTAL HYGIENIST, DENTIST, RECEPTIONIST.

CURRENT LOCAL EMPLOYMENT: 170, ALL FEMALES, 2/3 BETWEEN AGES 22-54, 1/3 UNDER AGE 21. ENVIRONMENT: WORK IN DENTAL OFFICES, SPENDING MUCH TIME ON THEIR FEET, WORKING WITH TECHNICAL INSTRUMENTS AND MATERIALS AS WELL AS HANDLING OFFICE PROCEDURES.

APTITUDES, ATTITUDES: EXACTNESS AND PRECISION FOR DETAIL; GOOD FINGER DEXTERITY AND EYE-HAND COORDINATION; ABILITY TO LEARN AND APPLY TECHNICAL TRAINING; PERSONABLE MANNER, CLEANLINESS, GOOD HEALTH AND FREEDOM FROM DISEASE. SKILLS: FAMILIARITY WITH USE OF TECHNICAL INSTRUMENTS AND KNOWLEDGE OF DENTAL TERMINOLOGY. TRAINING: AVAILABLE AT L.C.C.

CURRENT LOCAL OUTLOOK: FAIR TO GOOD. LONG RANGE OUTLOOK: GOOD TO EXCELLENT. OPPORTUNITIES BEST FOR FULLY EXPERIENCED AND FOR GRADUATES OF ACADEMIC PROGRAMS. PROSPECTS FOR PART-TIME EMPLOYMENT ARE FAVORABLE. COMPETITION FAIRLY KEEN FOR YOUNG AND INEXPERIENCED.

FOR FURTHER INFORMATION SEE BIBLIOGRAPHY NUMBER 8176.
LOOK AT CASSETTE NUMBER(S) 8176.
FOR THE NAME OF A PERSON TO CONTACT TYPE IN 'VISIT 81760.
OIAS/LANE/09-29-72

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In the Eugene area, over 260 people have volunteered to discuss their occupations personally with interested individuals. The computerized delivery system provides the names at the request of the user. Such a computer-stored list is easily updated. . . . . .

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VISIT 4124
PERSON TO CONTACT:
BRUCE T. MATEER
FORESTER-TIMBER MGMT
PHONE: 896-3614
NAME OF FIRM:
WILLAMETTE NATIONAL FOREST
BLUE RIVER RANGER STATION
BLUE RIVER
SPECIAL INSTRUCTIONS:
PLEASE MAKE APPOINTMENT IN ADVANCE

THIS PERSON HAS VOLUNTEERED TO DISCUSS HIS OCCUPATION WITH YOU. (THIS IS NOT A REFERRAL TO A JOB INTERVIEW). PLEASE KEEP YOUR APPOINTMENT.

OIAS/LANE/09-29-72

VISIT 4124
PERSON TO CONTACT:
ROBERT A. HRIBERNICK
FORESTER-TIMBER SALE
PHONE: 342-5141
NAME OF FIRM:
WILLAMETTE NATIONAL FOREST
210 E. 11TH AVE
EUGENE
SPECIAL INSTRUCTIONS:
PLEASE MAKE APPOINTMENT IN ADVANCE

THIS PERSON HAS VOLUNTEERED TO DISCUSS HIS OCCUPATION WITH YOU. (THIS IS NOT A REFERRAL TO A JOB INTERVIEW). PLEASE KEEP YOUR APPOINTMENT.

OIAS/LANE/09-29-72

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The introduction and opening questions of the questionnaire . . . . . .

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"QUEST" QUESTIONNAIRE

There are many factors which can be important in choosing a career. Some will be important to you; others will not be.

You can use this questionnaire to report the things that are important to you. Then you can use the computer to help you relate some of your preferences and abilities to the demands of different kinds of work.

Think about the questions and be honest with yourself. If you don't know the answer to a question, or don't have a strong feeling about it, you can say so. If you don't know how to answer, a counselor can help.

To fill out the questionnaire just pick the best answer for each question. Then circle the "code word" next to the answer you chose. You will use the code words you circled to get a Quest List of job titles to explore. You will find instructions for using the teletype at the end of the questionnaire.

Physical Limitations: Your physical abilities may affect your job choice.

1. Lifting. Are you able to do heavy work? That means a job where you lift 100 pounds or often lift and carry 50 pound objects. It also means lots of walking, standing, stooping, reaching, or moving things. (Circle one code word)

Answer	Code Word	Answer	Code Word
Yes, I could	YES	I Could, but wouldn't want to	CD
No, I wouldn't be able to	NO	I Don't Know	DK

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Working with Information Most jobs involve the use of information, ideas, facts, or figures in one way or another. Which ways of working with information interest you?

17. Interpreting Facts Would you like figuring out new ways of doing things, keeping track of a lot of things at once, analyzing information, and determining what to do? This includes jobs in management, medicine, engineering, teaching, law, repair work, etc.

Yes, I would consider jobs where this is a major part of the work	YES
I definitely do not want a job that requires interpreting facts	NOT
No preference	NP

18. Organizing and Using Information Would you like to gather information and put it together, and then know what to do with the information? People in office work, laboratory work, and in the building trades use information in this way.

Yes, I would consider jobs where this is a major part of the work	YES
I definitely do not want a job that requires organizing and using information	NOT
No preference	NP

19. Copying, Sorting, Putting things together Would you like to copy or type, to follow step-by-step plans to make things? Would you like to compare and sort things? If so, you might consider jobs where you use information in this way.

Yes, I would consider jobs where this is a major part of the work	YES
I definitely do not want a job with a lot of this kind of activity	NOT
No preference	NP

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TERMINAL USAGE

SPECIAL MESSAGES USED WITH THE COMPUTERIZED SYSTEM

HELLO	Initiates OIAS usage.
QUEST	Begins the questionnaire.
HOW MANY	Tells how many occupations remain on the list.
LIST	Produces codes and titles for occupations on the list.
BACK UP	Permits backing up one question to change an answer.
START OVER	Begins the questionnaire again without going through the Introduction ("HELLO," name, "QUEST", etc.)
CHANGE	Permits changing the answer to any completed question.
WHY NOT	Tells why a particular occupation was eliminated from the occupational list.
BATCH QUEST	For rapid input of questionnaire responses. Permits input of several responses in a single transaction. Questionnaire responses may be entered in any sequence.
INFO (occ. code)	Tells which information sources are available for that occupation.
DESC (occ. code)	Produces a 250-word description of job duties, working conditions, hiring requirements, employment prospects, etc.
VISIT (occ. code)	Produces the name of a person for personal discussion about the occupation. (Where more than one reference is available, names are presented in rotation.)
ATTR (occ. code)	Produces a list of attributes for which the occupation is coded. (Attributes correspond to the questionnaire responses.)

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A sample page from the alphabetical list of occupations. There are about 220 occupational categories now in use in the system. . . . . .

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Career Information System

TELEPHONE & TELEGRAPH OPERATORS (1454)

GENERAL SOURCES

Occupational Outlook Handbook (1972-73 Edition)	pp. 303-306;772-773
Job Guide for Young Workers	pp. 68-69
Vocational Literature Files (if available)	
Interview Cassette Tape (if available)	Telephone Operator

SPECIAL SOURCES

Hiring and Licensing Requirements

Occupational Manpower & Training Needs	p. 43

Employment Outlook

Manpower Resources of the State of Oregon and Its Metropolitan Areas	pp. 39,69,93,111

Worker Traits

Dictionary of Occupational Titles (Vol. II)	p. 291

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Cassettes contain 12 minute interviews with workers in various occupations, supplemented with pertinent labor market information. The interviews give a "feel" for the job.

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ALPHABETICAL LIST OF OCCUPATIONS

1614 Accountants and Auditors
Actors and Actresses (see 9866 Performing Artists)
1136 Administrators, Education
1134 Administrators, Hospital
1138 Administrators, Public
Advertising Salesmen (see 7422 Business Services Salesmen)
8428 Aides, Community Service
8488 Aides, Recreation
3116 Aircraft Mechanics
Airline Pilots (see 6188 Pilots and Flight Engineers)
6126 Air Traffic Controllers
9824 Announcers, Radio and Television
3169 Appliance Repairmen
1634 Appraisers and Underwriters
2316 Architects
4724 Artists, Commercial
9866 Artists, Performing
5966 Assemblers, Production
Attorneys (see 8432 Lawyers)
1614 Auditors, Accountants,
Automobile Repairmen (see 5486 Body & Fender Repairmen)
3112 Automobile Mechanics
7418 Automobile Salesmen

Baby Sitters (see 3456 Domestic Service Workers)
4324 Bankers
1642 Bank Tellers, Cashiers
8184 Barbers
7852 Bartenders
Beauticians (see 8186 Cosmetologists)
5488 Blacksmith & Forge Shop Workers
5486 Body and Fender Repairmen
1616 Bookkeepers
7134 Box Boys
4264 Brick Layers
5664 Broadcast Technicians
3422 Building Maintenance Men
Building Maintenance Occupations
See:
3456 Domestic Service Workers
3454 Room Maids
3455 Janitors
6152 Bulldozer Operators
7888 Bus Boys
6142 Bus and Taxi Drivers
1144 Business Executives
Businessmen (see 1142 Small Business Operators, 1132 Hotel & Motel Managers, 1138 Public Administrators, 1144 Business Executives)
7422 Business Services Salesmen
1184 Buyers and Purchasing Agents

4586 Cabinetmakers
4348 Cannery Workers
7112 Car Loaders
4254 Carpenters
8416 Caseworkers
1642 Cashiers and Bank Tellers
Catskinner (see 6152 Bulldozer Operator)
4246 Cement and Concrete Finishers
7824 Chefs and Dinner Cooks
Chemists (see 2624 Physical Scientists)
8459 Child Care Workers
4516 Chokersetters
8436 Clergymen
1416 Clerk Typists
7484 Clerks, Sales
Clerical Occupations:
See:
1412 Secretaries
1414 Stenographers
1416 Clerk Typists
1418 General Office Clerks
1616 Bookkeepers
1642 Cashiers and Bank Tellers
1418 Clerks, General Office
4442 Clothes Designers & Pattern Makers
College Presidents (see 1136 Administrators, Education)
8454 College Teachers, University and
4724 Commercial Artists and Designers
4328 Commercial Fishermen
7414 Commodities Salesmen
1686 Computer Operators
Computer Programmers (see 1684 Programmers & Systems Analysists)
4286 Construction Laborers
Construction Occupations
See:
4264 Brick Layers
4254 Carpenters
4246 Cement & Concrete Finishers
4286 Construction Laborers
4276 Floor Layers
4242 Painters
4244 Plasterers

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A sample Bibliography page, showing the pertinent sources of occupational information. . . . . .

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OCCUPATIONAL INTERVIEW CASSETTE TAPES
Produced at University of Oregon

Title	Number
Buyer and Purchasing Agent	1184
Reporter	2174
Optician	2644
Medical Technologist	2654
Meat Cutter	4326
Upholsterer	4494
Logging Occupations	4514,4516
Offset Pressman	4766
Air Traffic Controllers	6126
Tugboat Crewman	6184
Librarian	7164
Route Salesman	7434
Chef	7824
Stewardess	7856
Licensed Practical Nurse	8164
Dental Assistant	8176
Barber	8184
Sanitarian	8194
Lawyer	8432
Overseas Teaching	8456
Law Enforcement Officers	9414
Radio Announcers	9824
Telephone Operator	1454
Physical Therapist	8126
Systems Analyst	1684
Commodities Salesman	7414,7454
Registered Nurse	8162

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ABSTRACT

EVALUATION OF THE OCCUPATIONAL INFORMATION ACCESS SYSTEM AS USED AT CHURCHILL HIGH SCHOOL

The Occupational Information Access System proved very attractive to students at Churchill High School. Half the student body of 1,040 used the System, mostly without being instructed to do so, without assistance, and without supervision. (The predominant reason why others did not use the System was a lack of knowledge of its availability.) Repeat usage was common; there were an average of 2.3 uses per student. Afterward 84 percent said they were satisfied or very satisfied with the System, and 77 percent had recommended it to a friend. While some were attracted only by the novel opportunity to use a teletype terminal, being "personally interested in looking for occupational information" was the most frequent reason given for using the System. There are numerous instances of students who began using the System because they were "curious about the computer" but who became seriously involved in career exploration as they used OIAS.

Most students used both the QUEST Questionnaire, which yields a list of occupational titles to explore, and the Occupational Descriptions, which tell briefly about job duties, hiring requirements, employment prospects, training opportunities and related items. They rated the Descriptions "fun to use" (99% of the users), "easy to understand" (95%), "accurate and up-to-date" (95%), and said they "related the job to my own interests, values, and abilities" (81%). They gave high marks to the Questionnaire on these same factors.

There is evidence that OIAS did more than interest the students; it actually helped them in career planning. Seventy percent said the list of occupational titles gave them some new occupations that they would seriously consider for future work. In analyzing the certainty of students' career plans, it appears that students are more certain after using the System than before, and they are more certain than their classmates who did not use the System. Furthermore, in a test of knowledge about their intended career fields, students who used the System consistently showed that they knew more about job prospects than those who did not use the System.

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In considering their career futures, students were very much inclined to talk with their parents. About two-thirds talked with their parents about OIAS, and most of them took material home. Parents seemed to have a good understanding of the System and strongly approved of the assistance it gave in their children's career planning. Parents reported spending as much as three hours discussing career plans with their children as a result of OIAS. (These family discussions averaged about three-fourths of an hour.)

While OIAS was influential with students, it had little impact on established instructional programs. Only about 9 percent of the student body used OIAS in connection with a class assignment, and the bulk of that use was by the career education teachers and the counselors.

What does the program cost? Direct operating costs, including computer time, printed materials, and information updating would total about $2 per student user over a nine month period. Adding the cost of space which might otherwise be used for other purposes brings the total to about $3 per student. Comparative cost analysis reveals that this is only half as expensive as having either a teacher-aide or counselor man an occupational information room.

(The report from which this abstract was taken was prepared by Bruce McKinlay and Daniel Adams, at the Bureau of Governmental Research, University of Oregon, as part of the developmental work on the Occupational Information Access System. The full report analyzes several aspects of OIAS usage at Churchill High School during the 1970-71 school year.)

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VALIDITY AND READABILITY OF THE OCCUPATIONAL INFORMATION ACCESS SYSTEM "QUEST" QUESTIONNAIRE

by

Bruce McKinlay

Abstract

"Readability formulas" rate the QUEST questionnaire "easy" or "fairly easy" (7th to 10th grade reading level) to read, and they rank the occupational descriptions "difficult" or "very difficult", as they do other occupational information materials. But readability formulas are very poor devices for measuring the comprehensibility of written material for disadvantaged adults.

Field testing of these materials showed very few readability problems. Over 90 percent of the counselors and clients in various schools and social agencies who tested the System rated it easy or very easy to use. In a special readability and validity test conducted in three Employment Service offices, wording problems were reported on only two percent of the QUEST questions answered, and in only one half of one percent of the questions were wording problems associated with response errors. Surprisingly disadvantaged users reported fewer wording problems than non-disadvantaged users.

Even with the more difficult occupational descriptions, 96 percent of the users (in this case high school students) said they were easy or very easy to read.

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Readability does not seem to be much of a problem with the Occupational Information Access System. The crucial issue has to do with the validity of self-reporting. When and by whom may the questionnaire be used independently, and when should it be used as a tool by a counselor? The special readability and validity test in three Employment Service offices indicate that clients self-reports of preferences and abilities concur with counselor estimates about 80 percent of the time, with disadvantaged clients having no more trouble than non-disadvantaged clients. (People of low ability do tend to have more trouble self-reporting, however.)

There is some indication in this research that clients self-reports are as valid as counselor estimates, and other research, summarized in this report, indicates that self-reporting is as valid as testing. Thus, while self-reporting may not be relied upon completely for all clients, it is at least one of the appropriate bases for questionnaire response. Additionally, client self-reporting provides a reflection of his subjective self-perception, and that in itself is a helpful tool in counseling.

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CHARACTERISTICS OF A GOOD OCCUPATIONAL INFORMATION DELIVERY SYSTEM

1. MAKE INFORMATION ACCESSIBLE TO PERSONS OF VARYING ABILITY AND EXPERIENCE.

2. PROVIDE A MEANS FOR INTEGRATING OCCUPATIONAL INFORMATION WITH CLIENTS' INTERESTS, VALUES APTITUDES. AND ABILITIES.

3. DELIVER INFORMATION THROUGH VARIOUS MEDIA.

4. DISPLAY AND/OR DELIVER INFORMATION IN AN ATTRACTIVE MANNER.

5. PROVIDE ACCURATE AND CURRENT INFORMATION. INCLUDING CAPACITY FOR UPDATING.

6. SUPPLY LOCAL AS WELL AS NATIONAL DATA.

7. PROVIDE INFORMATION CONCERNING A WIDE VARIETY OF OCCUPATIONAL GROUPS.

8. INCLUDE SUCH SPECIFIC INFORMATION AS (a) JOB DUTIES, (b) WORK ENVIRONMENT, (c) HIRING AND TRAINING REQUIREMENTS. (d) TERMS OF EMPLOYMENT (e) HOURS, (f) CURRENT LABOR MARKET SITUATION, AND (g) LONG-RANGE OUTLOOK.

9. FUNCTION EFFICIENTLY.